

ARTEP 34-442-10-TSP

**TRAINING SUPPORT
PACKAGE FOR THE
REGIMENTAL S2 SECTION**

INITIAL DRAFT

OCTOBER 2000

**HEADQUARTERS
DEPARTMENT OF THE ARMY**

DISTRIBUTION RESTRICTION: Approved for public release; distribution is unlimited.

REGIMENTAL S2/ACE

TABLE OF CONTENTS

SECTION I:	UNIT PREPARATION MATERIALS	1
SECTION II:	TRAINER MATERIALS	8
SECTION III:	SIMULATION / ENVIRONMENTAL DATA	24
SECTION IV:	ADMINISTRATIVE DATA	27
SECTION V:	REFERENCES AND GLOSSARY	32

APPENDIXES

REGIMENTAL S2 SECTION/ ACE T&EO TASKS	A
SUPPORTING MAP LIST FOR OPERATIONS PLAN	B
CORPS OPERATIONS PLAN	C

PREFACE

1. The purpose of this Training Support Package is to provide a descriptive, performance-oriented training program to assist leaders in training their units. Standards for training may be made more difficult, but may not be lowered. This TSP is in accordance with United States (US) Army training and tactical doctrine. The TSP contains those tasks which support the Regimental S2 Section's mission as outlined in doctrinal manuals.
2. FM 100-5, Operations, provides us with the Army's keystone fighting doctrine. Army operations doctrine builds on the collective knowledge and wisdom gained through recent combat operations, Stability and Support Operations, numerous exercises and the deliberate process of informed reasoning throughout the Army. It is rooted in time-tested principles and fundamentals, while accommodating new technologies and diverse threats to national security.
3. FM 34-1, Intelligence and Electronic Warfare Operations, is the Army's capstone manual for Military Intelligence doctrine. As the Army moved to incorporate new technologies for diverse threats, the MI Branch conducted a detailed assessment of its own that resulted in an approved MI Force Design Update. This update resulted in major changes in MI that are addressed in FM 34-1 and incorporate into this TSP for the Regimental S2 Section.
4. This TSP contains the collective tasks that an S2 Section needs to be able to perform to standard in support of Regimental operations. S2s are encouraged to use this TSP as a guide to develop their training programs. The S2 can modify the training and evaluation outlines (T&EO) to fit the training requirements for their section or to meet additional requirements outlined in their unit tactical standing operating procedures.
5. Unless stated otherwise, masculine nouns and pronouns do not refer exclusively to men.
6. The proponent for this publication is the United States Army Intelligence Center & Ft. Huachuca (USAIC&FH). Submit changes for improving this publication on a DA Form 2028 to Commander, USAIC&FH, ATTN: ATZS-BDI, Ft. Huachuca, AZ 85613-6000.

REGIMENTAL S2/ACE SECTION

SECTION I

UNIT PREPARATION MATERIALS

TABLE OF CONTENTS

	PAGE NUMBER
PURPOSE STATEMENT AND TRAINING OBJECTIVE	2
TRAINING AND EVALUATION OUTLINES	4
TRAINING SEQUENCE	5
TARGET AUDIENCE	7
EQUIPMENT PACKAGE	7

PURPOSE STATEMENT AND TRAINING OBJECTIVE

1. **Purpose Statement:** The purpose of a training support package (TSP) is to provide a structured and directional situation based training template offering live, virtual, and constructive battle staff/collective training events and to assist the command in conducting and assessing training. The TSP consists of all the documentation and organizational support requirements a unit needs to execute training.
2. **Training Objective:** This TSP trains the S2 Section in providing intelligence support to the regimental combat team. It also provides the S2 and key staff sections with practice in planning, supervising and coordinating related military intelligence functions.

TRAINING AND EVALUATION OUTLINES (T&EO)

1. **General:** T&EOs are learning objectives (Task, Conditions and Standards) for the collective tasks that support critical wartime operations. The evaluated elements must master designated collective tasks to perform its critical wartime operations. T&EOs may be trained separately or in various exercises.
2. **Format:** T&EOs are prepared for all collective tasks that support the accomplishment of critical wartime operations. Each T&EO contains the following items:
 - a. **Element:** This identifies the unit or element(s) that perform the task.
 - b. **Task:** This is a description of the action to be performed by the unit and provides the task number.
 - c. **References:** These are in parenthesis following the task number. The reference which contains the most information about the task is underlined.
 - d. **Iteration:** Used to identify how many times the task is performed and evaluated during training. The "M" identifies when the task is performed in MOPP 4.
 - e. **Commander/Leader Assessment:** Used by the unit's leadership to assess the unit's proficiency in performing the task to standard. Assessment is subjective in nature and uses all available evaluation data and sub-unit leader input to develop an assessment of the organization's overall capability to accomplish the task. Use the following ratings:
 - (1) **T - Trained:** The unit is trained and has demonstrated its proficiency in accomplishing the task to wartime standards.
 - (2) **P - Needs Practice:** The unit needs to practice the task. Performance has demonstrated that the unit does not achieve standard without some difficulty.

(3) U - Untrained: The unit cannot demonstrate the ability to achieve wartime proficiency or failed to achieve one or more of the task steps to standard.

f. Condition: A statement of the situation or environment in which the unit is to do the collective task.

g. Task Standard:

(1) The task standard states the performance criteria that a unit must achieve to successfully execute the task. This overall standard should be the focus of training and should be understood by every soldier.

(2) The trainer or evaluator determines the unit's training status using performance observation measurements (where applicable) and his judgment. The unit must be evaluated in the context of METT-T conditions which will establish a common baseline for unit performance.

h. Task Steps and performance Measures: This is a listing of actions required to complete the task. These actions are stated in terms of observable performance for evaluating training proficiency. The task steps are arranged sequentially along with supporting individual tasks and their references. Leaders tasks within each T&EO are indicated by an asterisk (*). Under each task step are listed those performance measures that must be accomplished to correctly perform the task step. If the unit fails to correctly perform one of the task steps to standard, it has failed achieve the overall task standard.

i. GO/NO GO: This column is provided for annotating the unit's performance of the task steps. Evaluate each performance measure for a task step and place an "X" in the appropriate column. A major portion of the performance measures must be marked a "GO" for the task step to be successfully performed.

j. Task Performance/Evaluation Summary Block: This block provides the trainer a means of recording the total number of task steps and performance measures evaluated and those evaluated as "GO." It provides the evaluator a means to rate the unit's demonstrated performance as a "GO or a "NO GO." It provides the leader a historical record for five training iterations.

k. Supporting Individual Tasks: This is a listing of all supporting individual tasks required to correctly perform the task. List the references, task title and task number.

l. OPFOR Standards: These standards specify overall OPFOR performance for a specific collective task. These standards ensure the OPFOR soldiers accomplish meaningful training and force the training unit to perform its task to standard or "lose" to the OPFOR. The OPFOR standards specify what must be accomplished--not **how** it must be accomplished. The OPFOR must always attain its task standards and use tactics consistent with the type of enemy they are portraying.

3. Terminal and Enabling Objectives (T&EOs): The table below lists the supporting S2 Section T&EOs for this TSP:

COLLECTIVE TASK	TASK NUMBER	PAGE
REGIMENTAL S2 SECTION/ACE		
Employ Security Measures (RGT)	34-6-0430	A-2
Conduct Intelligence Preparation of the Battlefield (IPB) (ACR)	34-6-2021	A-4
Produce Intelligence Products (ACR)	34-6-2022	A-9
Disseminate Combat Information and Intelligence (ACR)	34-6-2023	A-13
Direct Intelligence Operations (ACR)	34-6-2024	A-15
Maintain the Current Enemy Situation (ACR)	34-6-2025	A-17
Supervise Intelligence Operations (ACR)	34-6-2026	A-20
Process Specific Information Requirements (SIR) Data (ACR)	34-6-2027	A-23
Provide Intelligence Support to Targeting (ACR)	34-6-2028	A-27
Produce a Reconnaissance, Intelligence, Surveillance and Target Acquisition (RISTA) Plan (ACR)	34-6-2029	A-32
Emplace the ACE	34-6-2030	A-37
Displace the ACE	34-6-2031	A-39
Conduct Intelligence Functions for deployment (ACR)	34-6-2033	A-41

TRAINING SEQUENCE

1. General Situation:

- a. The S2 Section is established in the regimental TOC and is prepared to support tactical operations. The regiment has requested intelligence support to operations.
- b. A defense plan as been developed to counter a Level I attack.
- c. A safety program is established.
- d. The OPFOR has the potential to conduct ground, air, and NBC warfare.
- e. This TSP can be trained in all environmental conditions.

2. **Training Sequence Chart:** The training sequence begins when the intelligence support requests are received and ends when the threat escalates to Level II or Level III. The following chart provides the suggested training sequence for the S2 Section and intelligence systems that may be deployed by the regiment in it's area of operations, by task number.

SEQUENCE #	EVENT	TASK NUMBER
1	Commander issues guidance	
2	Perform MI support mission *	
		34-6-0430
		34-6-2021
		34-6-2022
		34-6-2023
		34-6-2024
		34-6-2025
		34-6-2026
		34-6-2027
		34-6-2028
		34-6-2029
		34-6-2030
		34-6-2031
		34-6-2033

<u>SEQUENCE #</u>	<u>EVENT</u>	<u>TASK NUMBER</u>
3	Respond to Level I Threat**	05-3-0301.34-0001 05-3-C230.34-0001 05-3-0302.34-0001 07-2-C314.34-0001 07-3-C212.34-0001 07-3-C219.34-0001
4	Respond to Air Attacks**	44-3-C220.34-0001 44-3-C221.34-0001
5	Respond to an NBC Attack **	03-2-C310.34-0001 03-2-C312.34-0001 03-3-C201.34-0001 03-3-C202.34-0001 03-3-C203.34-0001 03-3-C205.34-0001 03-3-C206.34-0001 03-3-C208.34-0001 03-3-C209.34-0001 03-3-C222.34-0001 03-3-C223.34-0001 03-3-C224.34-0001 03-3-C225.34-0001 03-3-C226.34-0001

* - The tasks in this event are performed simultaneously.

** - These tasks can be found in ARTEP 34-113-11-MTP

TARGET AUDIENCE

3. **Primary Audience:** The personnel in the S2 Section are the primary users of this TSP:

4. **Higher and Subordinate Echelon Coordination:** The S2 Section is required to coordinate with the following elements to fully train with this TSP. Simulations can be used for training purposes.

- Corps G-2 Section
- Regimental Commander
- Regimental S-3 Section
- Regimental FSE
- Aviation Squadron S-3
- Scout Troop
- Subordinate Squadron TOC's

EQUIPMENT PACKAGE

1. The following intelligence and communications systems are required to support this TSP:

- ASAS-RWS
- Applicable Communications Systems (per TOE)

SECTION II

TRAINER MATERIALS

TABLE OF CONTENTS

	PAGE NUMBER
TRAIN THE TRAINER	9
EXERCISES/DRILLS	12
“A WAY” DEMONSTRATION	13
OBSERVER CONTROLLER (OC) PACKET	17
OPPOSING FORCES (OPFOR) SUPPORT PACKAGE	19
RULES OF ENGAGEMENT	21
AAR FRAMEWORK	21
TAKE HOME PACKAGE (CONSTRUCTION GUIDE)	23

TRAIN THE TRAINER

1. **Commanders:**

a. Units cannot achieve and sustain proficiency on all possible soldier, leader, and collective tasks. Battle focus is a concept used to derive peacetime requirements from wartime missions and to allow units to achieve some measure of proficiency. Commanders use this concept to guide the planning, execution, and assessment of their organization's training programs to ensure that they train as they are going to fight.

b. Commanders use the METL to selectively identify and train those tasks that accomplish the unit's critical wartime mission. Once this is done, the individual and leader tasks that support the collective mission essential tasks are identified.

c. The unit commander assigns missions and tasks for training. These missions and tasks must follow the higher commander's guidance which in turn is based on the battle focus concept. The S2 plans and executes training based on this guidance.

d. The leader must prioritize all tasks. Due to training distracters training must orient towards the unit's greatest challenges and most important perishable skills.

e. Once these tasks are selected, you must incorporate them into the training schedule. You should follow these procedures:

- (1) List all tasks in training priority and frequency.
- (2) Determine the required training time.
- (3) Determine the best procedure for using multi-echelon training.
- (4) Determine training location.
- (5) Determine training responsibilities.
- (6) Determine the time needed for training.
- (7) Determine the best training method.

2. **Trainer:**

a. The trainer reviews the individual, leader, and collective tasks performed during the STX and determines which tasks require initial or refresher training.

- (1) Individual training. Individual training is conducted based on critical MOS and common soldier's manual (SM) tasks required to support this STX. Individual training is based on task conditions and standards. During training, leaders assess proficiency by evaluating task performance against SM standards and providing feedback to soldiers. The individual training and evaluation program includes the common task training (CTT) test and the commander's evaluation.

(2) Collective Training. Collective training is conducted on critical collective tasks required for this STX. Battle drills and STXs are key tools for collective training. As with individual tasks, battle drills are trained to standard, with feedback provided.

(3) Leader Training. Leader training is conducted on leader tasks required for the exercise, as well as critical individual leader tasks. Leader training is based on tasks, conditions, and standards in MI SMs and MQS manuals. The following are suggested training methods; however, do not limit training to these methods alone.

(a) Classroom discussion can be used to plan the exercise and implement unit SOPs. (See FM 24-1, Chap 2)

(b) Map reconnaissance assists in terrain analysis and war gaming. Use a map of the area where the STX is to be conducted.

(c) Terrain-board or sand-table exercises permit simulations or miniatures to be used to gain three-dimensional perspective in war gaming and/or rehearsing the exercise. Model the terrain-board or sand-table to match the terrain where the exercise is to be conducted.

(d) A Tactical Exercise Without Troops (TEWT) or Command Field Exercise (CFX) allows leaders to train on the ground, practicing land navigation, reporting, and other leader actions. (See FM 25-4)

(e) Simulations and games teach leaders as part of a continuing officer and noncommissioned officer (NCO) professional development program.

(f) Training extension courses using audio-visual equipment present information and demonstrate how tasks are performed to standard. (See DA Pam 350-100)

(4) Training Tips. The following are training tips and general instructions on how to prepare for and accomplish the STX.

(a) Conduct a leader's reconnaissance of the training area with the S2 Section NCOIC and other staff officers, as necessary. This ensures that time consuming mistakes are not made.

(b) Review the standards for T&EOs supporting the exercise.

(c) Conduct the STX using several options, if desired. The exercise may be conducted:

1 During wet (with training ammunition) or dry (without training ammunition) conditions. The use of ammunition is encouraged to add more realism to the exercise.

2 With or without MILES.

3 Under all environmental conditions, both day and night, with or without NBC.

(d) Conduct the exercise.

1 The exercise is conducted at full speed after conducting building-block training (individual, collective, leader tasks) to reach the “run” level of execution.

2 The T&EO standards must be met to obtain maximum training benefits.

(e) Plan the use of OPFOR. Ideally the OPFOR replicates enemy forces in size and strength to realistically portray threat activities.

1 OPFOR Control. At least one evaluator is assigned to control OPFOR actions. The evaluator assesses OPFOR actions, ensures realism, stresses safety, and assesses loss and damage. If the OPFOR is in groups for several simultaneous actions, additional OPFOR evaluators/controllers are necessary.

2 OPFOR Training. OPFOR units should look and fight like a potential enemy. This aids soldiers in understanding threat tactics, doctrine, and weapons systems.

3. **Trainer Enhances:** Planning considerations are extensive; the following points are critical:

a. Stockpile ammunition, food, and water.

b. Train procedures required in an active NBC environment.

c. Ensure that the unit is trained for limited-visibility procedures.

d. Prepare soldiers to conduct training in inclement weather.

e. Ensure that a maneuver force is available to conduct concurrent training.

f. Conduct the exercise. The exercise begins in an assembly area with a Warning Order (WO) and ends after mission completion.

g. Conduct an After Action Review (AAR). An intermediate AAR is conducted after the issuance of an OPORD, and a final AAR is conducted after all evaluation notes are compiled. If necessary, leaders can run portions of the exercise again until they are satisfied with their unit's performance. Commanders build STX based on local training guidance, assessment of unit strengths and weaknesses, location, readiness posture, and METT-T factors. Times vary according to the availability of terrain, training time allocated, and other factors associated with the training unit.

EXERCISES and DRILLS

1. STXs are short, scenario-driven, mission-oriented tactical exercises training a group of battle drills, related tactical techniques, and T&EOs. STXs provide the leader a method to train using doctrinally approved tactics and techniques. The STX:

- Provides repetitive training on small portions of missions.
- focuses training on identified weaknesses.
- Allows the unit to practice the selected critical parts of a mission before practicing the entire mission.
- Saves time by providing a majority of the information to develop training.

NOTE: Although it is mission-oriented, an STX does not train all tasks required for a mission. An STX is a series of collective tasks arranged in a logical sequence to train part of a mission. STXs require leader tasks (such as planning, controlling, reporting) to tie the supporting tactical techniques and collective tasks together.

a. STX development.

(1) STXs are conducted mostly at platoon and sometimes company level. They may also be conducted at battalion level, but the emphasis there is mostly on FTXs and CFXs. The trainer selects the STX desirable based upon METT-T, training needs, and command guidelines.

(2) Each STX consists of the following:

(a) Heading. The heading includes the unit, title, and training-matrix identification.

(b) Objective. The objective includes who and what the STX is designed to train.

(c) Interface. The interface paragraph identifies applicable battle drills and provides a list of their titles. It may include habitually attached and supporting unit STXs, if available. These may be trained in conjunction with the STX.

(d) Training. The training section includes:

- Guidance covering related subordinate unit leader, individual , and collective training the leader may wish to consider for training before conducting the STX.

- Tips to aid the leader in preparing and conducting the STX.

(e) Training enhancers to integrate operations such as NBC, OPFOR, and limited visibility in the STX.

(f) General and special situations (scenarios) and fragmentary orders (FRAGOs).

(g) Support requirements. This section provides a list of items required to conduct the exercise. Requirements include equipment, evaluators, OPFOR, training area, ammunition, fuel, training aids/devices, and rations.

(h) T&EO sequence. This section lists the T&EO task titles and page numbers in the chronological sequence in which they are executed in the STX.

b. STX training.

(1) Tailor STX training to address those high-payoff tasks identified in the training plan. High-payoff tasks are individual, leader, and collective tasks that provide significant improvements in mission proficiency. An STX may involve only key participants in a tactical exercise without troops (TEWT) or may involve the entire section with all of their equipment.

(2) Ensure the section can perform all T&EO sub-tasks before beginning STX training. Some of the sub-tasks are individual and/or leader tasks. If in doubt about the section's ability to perform the sub-tasks, conduct individual and/or unit training to bring them up to standard. Integrated training is used whenever possible for the best use of available training time.

(3) Conduct an AAR following each STX.

“A WAY” DEMONSTRATION

REGIMENTAL S2 Section Situation Based Training Exercise Provide Intelligence Support to the Regiment

1. **Objective:** The STX trains the unit in providing timely all source intelligence to the Corps. The STX provides the S2 Section with practice in planning, supervising, and coordinating intelligence activities.

2. **Interface:**

a. The STX can be used to plan, coordinate, and direct intelligence activities as part of a CPX or FTX.

b. The STX supports the unit METL.

3. **Training:**

a. Leader Training.

(1) The STX can be used to train the section's leaders as a part of an FTX.

(2) During classroom activities, OPDs and NCODPs, the use of section and battalion TACSOPs and the responsibilities and procedures outlined in emerging doctrinal FMs should be discussed. The T&EOs listed in the STX should be reviewed.

(3) CPX, CFX, and TEWT provide ground training for leaders when the exact area of the STX is used.

(4) Simulations teach leaders as part of a continuing officer and NCO professional development program.

(5) Tips for Leader Training.

(a) Leaders should be proficient in the mission capabilities of intelligence systems and personnel.

(b) Leaders must be knowledgeable of the battalion's TACSOP.

(c) Leaders must be familiar with both friendly and enemy tactical doctrine.

(d) Leaders should, if possible, conduct a personal reconnaissance of the training area where the intelligence mission will take place.

b. Tips for Training.

(1) After the section demonstrates proficiency in the individual and collective tasks in this TSP, the STX can be trained using several options.

(a) With or without OPFOR interdictions.

(b) With or without an NBC environment.

(c) In either a field or MOUT environment.

(d) During day or night.

(e) During offensive, defensive, retrograde, or stability and support operations (SSO).

(2) After proficiency in the STX is reached, the STX can be executed as a part of a combined arms FTX.

4. Training Enhancers:

a. Specified or all section personnel must become proficient in the operations of the following systems:

ASAS-RWS

Applicable Communications Equipment (per TO&E)

b. The S2 Section must provide continuous intelligence support to the regiment. It must also provide for constant security of classified information and be prepared to respond effectively to Level I or NBC threats.

c. Unless otherwise approved by the chief Observer Controller, all reports and recommendations should be provided in hard copy to the senior trainer for evaluation.

d. The exercise begins with the receipt of the regimental commander's PIRs, his initial planning guidance, the enemy situation, and ends at appropriate intervals as determined by the senior trainer or at the completion of the mission. AARs are conducted at these times to identify unit strengths and weaknesses.

5. General Situation:

a. The S2 Section is established in the regimental TOC and is prepared to provide intelligence support to operations. The regimental commander (actual or simulated) has provided his PIRs and initial planning guidance to the S2 Section.

b. All TOC elements have a defense plan that has been established to counter NBC and Level I attacks.

c. A training safety program is established.

d. The OPFOR has the potential to conduct air, ground, and NBC warfare.

e. The exercise is conducted in all weather and environmental conditions.

6. Support Requirements:

a. Minimum trainers and OCs. The exercise should be conducted with an experienced field grade officer as the trainer and primary OC. He should select an appropriate number of subordinate OCs to assist in evaluating the S2 Section.

b. OPFOR.

(1) The OPFOR should be large enough to permit a realistic threat to the battalion and offer sufficient targets for collection and exploitation. OPFOR should have specific missions and be controlled when used.

(2) MILES can be used, or OCs can assess damage or effects to equipment or personnel.

c. Vehicles and Communications. All organic and/or attached vehicles and communications equipment are used. When OPFOR are deployed, sufficient vehicles and communications systems to support the OPFOR and OCs are required.

d. Maneuver Area. Depending on the LTA, scope and size of the STX, it is desirable to have a training area large enough for the deployment of the regiment and all support elements.

e. Consolidated Support Requirements. Class I, III, V, and IX requirements should be established based upon scenario and operational considerations or constraints.

7. T&EO Sequence for MI Systems (IAW TRADOC PAM 350-70):

TASK	TASK NUMBER
REGIMENTAL S2 SECTION	
Conduct Intelligence Preparation of the Battlefield (IPB)(ACR)	34-6-2021
Process Specific Information Requirements (SIR) Data (ACR)	34-6-2027
Produce a Reconnaissance, Surveillance, Intelligence and Target Acquisition (RISTA) Plan (ACR)	34-6-2029
Maintain the Current Enemy Situation (ACR)	34-6-2025
Provide Intelligence Support to Targeting (ACR)	34-6-2028
Produce Intelligence Products (ACR)	34-6-2022
Disseminate Combat Information and Intelligence (ACR)	34-6-2023
Employ Security Measures (RGT)	34-6-0430
Supervise Intelligence Operations (ACR)	34-6-2026
Direct Intelligence Operations (ACR)	34-6-2024
Emplace the ACE	34-6-2030
Displace the ACE	34-6-2031
Conduct Intelligence Functions for deployment (ACR)	34-6-2033

OBSERVER CONTROLLER (OC) SUPPORT PACKAGE

1. Selecting the Evaluators.

a. Evaluators must know the evaluated S2 Section's missions, organization, and equipment. They should have performed previously in that TOE position and be knowledgeable with FM 34-35. The evaluator should be at least equal in grade to the leaders of the section to be evaluated.

b. The following are the minimum rank and experience requirements for evaluators:

(1) The senior team evaluator is at least a captain, with previous regimental S2/ACE experience and knowledge of both friendly and enemy tactics.

(2) The assistant team evaluator is at least a SFC, with experience as a regimental S2/ACE Section NCO and familiar with threat doctrinal operations.

(3) The recorder is at least a SGT, at the evaluation HQ who receives results from the evaluators.

2. Training the Evaluators. To ensure a standardized evaluation, evaluators must understand three functional areas:

a. Evaluation design. Each mission is designed to evaluate specific critical collective and individual tasks. The evaluators must know the mission thoroughly to implement it correctly.

b. MILES. Each evaluator, regardless of position, must have full knowledge of the section's weapon systems and vehicles and understand the MILES equipment used. It is the unit's responsibility to ensure that all MILES equipment is functional before each mission starts.

c. Evaluation control system. The evaluation control system is used to ensure that the evaluation is administered in a consistent and standardized manner and that the correct data is collected for the final evaluation. It includes the following elements:

(1) Rules of engagement.

(2) Evaluator duties and responsibilities.

(3) Communications systems.

(4) Evaluation data collection plan.

3. Recording External Evaluation Information. The senior evaluator has overall responsibility for preparing the external evaluation. He accomplishes this through the input provided to him by the subordinate evaluators in each of their respective areas. Subordinate evaluators use the task evaluation criteria (T&EOs in the collective task list) pertinent to their respective elements to determine overall proficiency in their particular areas; however, it is still the senior evaluator's

responsibility to compile the external evaluation results as prescribed by the evaluating HQ commander. Deviations from the mission or task standard recorded by subordinate evaluators may be addressed in the senior evaluator comments portion of the mission accomplishment summary.

4. **Conducting the Evaluation.** The evaluation is divided into three distinct areas, each requiring preparation and coordination.

a. Pre-evaluation.

(1) Reconnoiter the evaluation training area. The senior evaluator and his entire team must conduct a thorough reconnaissance of the evaluation training area. They must know the location and characteristics of significant terrain features, OPFOR dispositions, and likely avenues of approach.

(2) Prepare orders. Prepare OPORDs and FRAGOs to be used to control the exercise. An order is prepared for every mission in the evaluation/exercise.

(3) Perform company preparatory activities. These include testing and troubleshooting the MILES equipment, inspecting vehicles according to load plans, conducting pre-combat inspections, and performing other logistic and administrative functions.

(4) Position the OPFOR. While the S2 Section is conducting its preparatory activities, the OPFOR are placed in position and briefed.

b. Evaluation.

(1) Control the exercise. The evaluation team controls the evaluation/exercise in two ways. First, it uses the measures established in paragraphs 3 and 5 of the OPORD. Second, the team controls the evaluation/exercise through the S2. Only the senior evaluator has direct verbal contact with the S2. All other evaluators neither speak, provide advice, nor in any way assist in the section's performance. Except for safety violations, evaluators remain neutral during the exercise/evaluation.

(2) Begin the first mission. Once the senior evaluator issues the OPORD, the S2 Section executes the mission/tasks prescribed in the evaluation scenario within the prescribed time constraints. From this point on, any follow-on missions may begin with either an OPORD or FRAGO.

(3) Terminate the mission. The senior evaluator terminates the mission when the section completes all the tasks to be evaluated or suffers so many casualties that the necessary tasks cannot be accomplished. If the latter is the reason for the termination, the evaluator records the reasons for the termination in the margin of the evaluator's T&EO work sheet and reports the action to evaluation control HQ. During this time, the senior evaluator directs the section to remain in position while replacements (for personnel or equipment designated as killed or destroyed) are sent forward to reconstitute the section. At this time, evaluators will:

(a) Inspect all MILES equipment, record kill codes, and reset the equipment. Replace any damaged or inoperative MILES equipment.

(b) Debrief the section to resolve any questions. The senior evaluator then directs the section to continue its mission once another OPORD or FRAGO for the next mission is issued.

(4) Conduct the evaluation. The evaluator will:

(a) Report all major kills (vehicles, groups)

(b) Enforce the rules of engagement.

(c) Observe critical tactical and intelligence events. Evaluators must be alert to notice and record any action or lack of action possibly having an effect on later performance or mission success.

(d) Inform the OPFOR controller of the location of any subordinate company elements, movements, and intents. This is necessary to control OPFOR actions according to the desired sequence of events.

(e) Enforce safety.

(f) Terminate the mission.

c. Post-evaluation. Once the evaluation/exercise is terminated, the evaluation team moves into an assembly area and performs the following actions before moving back to garrison.

(1) The team evaluator (senior evaluators):

(a) Debriefs subordinate evaluators and compiles all data (evaluator packets) for the evaluation.

(b) Completes the task summary sheets.

(c) Turns in all completed evaluator packets (with the evaluator scoring system) to the evaluation control HQ for recording and analysis.

(d) Conducts an AAR of the section's performance in providing intelligence to the battalion/task force.

OPFOR SUPPORT PACKAGE

1. Selecting and Training the OPFOR: OPFOR selection and training are crucial to the success of a standardized evaluation. The OPFOR provides the control measures influencing the conditions under which the evaluation is conducted. Each of the regiment's units should face an opponent that is close to being their equal in strength, weapons and skill as possible.

a. Selection. Any qualified soldier may serve as a part of the OPFOR. Ideally, the OPFOR is a unit under the control of its normal leadership and not an ad hoc organization.

b. Training. The OPFOR must have an understanding of five major areas:

- (1) Installation and operation of MILES devices for their weapons.
- (2) Rules of engagement (ROE) for the exercise.
- (3) Threat tactics. It is important that the threat is realistically portrayed if the S2 Section is to be thoroughly evaluated.
- (4) The scenario that governs the conduct of the exercise.
- (5) OPFOR weapons and equipment, if available.

c. OPFOR strength.

(1) Offense. Generally, the defending OPFOR should be outnumbered by at least three to one if an attack by friendly forces is expected to be reasonably successful. If the OPFOR is stronger than three to one in the defense, only the exceptional friendly force will overcome them. Conversely, the OPFOR must be armed with weapons capabilities that the doctrinal threat may possess. As a general rule, the OPFOR must be strong enough to offer friendly forces a realistic threat challenge, but one that can be overcome if proper tactics are employed.

(2) Defense. The attacking OPFOR should possess at least a three to one ratio of superiority. Anything less will not effectively challenge the defending friendly force. The OPFOR should have sufficient weapons and ammunition to conduct a successful attack. They must be more than merely a series of targets to be destroyed. The OPFOR are allowed to plan their own attack for each mission and are not forced into a preset attack that all teams can quickly defeat. Once the OPFOR establish their plan, they must use the same plan for all like units for the event. This maintains the objectivity and standardization of the evaluation.

RULES OF ENGAGEMENT

1. **See Prescribed Local Training Area or Appropriate Rules of Engagement for the train-up and Exercise.**

STANDARD OPERATING PROCEDURES

1. **See your Regimental Tactical SOPs.**

AFTER ACTION REVIEW (AAR) FRAMEWORK

1. **General.** After each module and completed evaluation, the evaluator provides feedback to the section to increase and reinforce learning.
2. **Feedback.** In an AAR, because all members of the S2 Section participates, each member becomes a source of feedback. This provides a richer database for key points. For example, a leader's assessment of the situation forms the basis for his decisions and is known only to him. The AAR leader tries to extract this information so it can become an important part of the discussion and form the context for discussing alternative courses of action (COA).
3. **AAR Preparation.** Preparing AARs involves four steps:
 - a. Review training orders and objectives. Training objectives are the focus of discussion of the exercise results. FRAGOs and OPORDs included in the exercise implement these objectives. Since the evaluator is familiar with the objectives, FRAGOs, and OPORDs, he can note orders given by leaders of the evaluated section and observe how subordinates either implement or deviate from the objectives.
 - b. Observe the exercise. This is an active process. The emphasis is on noting the actions making the difference between success and failure. Since section orders may identify important activities and checkpoints, the evaluator must be present when the orders are issued. The evaluator positions himself so that he can best observe anticipated critical events. Examples of critical events include:
 - (1) Loss of a major weapons system or item of equipment.
 - (2) Major C² failures.
 - (3) Use of terrain.
 - (4) Logistics failures.
 - (5) Neutralization or destruction of major OPFOR capabilities, obstacles or positions.
 - (6) Failure to properly act upon key piece(s) of combat information; thus negatively affecting the outcome of the battle.
 - c. Select the site and assemble the participants. After the exercise, select a site for the AAR. If possible, hold it where most of the action occurred, where the most critical events took

place (normally in the vicinity of the TOC for a staff section), or where the terrain can be observed. Most often, the OPFOR or unit objectives will be suitable for assembling the players and conducting AARs.

d. Debrief the evaluators. While the section is moving to the selected site, debrief the evaluators. The senior evaluator must have a complete understanding of what happened in the exercise. Therefore, the fourth step in AAR preparation is to obtain a detailed description of the exercise's major tactical events in the order in which they occurred. Descriptions should emerge from debriefing the subordinate-unit evaluators and the OPFOR leader or controller. After the senior evaluator has a sound understanding of what happened during the exercise, he reviews the critical events and ranks them in terms of their relevance to the exercise training objectives and their contributions to the exercise outcome. He then selects as many critical events as can be covered in detail during the time allowed for the AAR and places them in chronological order.

4 AAR Conduct: There are three steps associated with the conduct of an AAR. These include:

a. Organize the participants. The senior evaluator or AAR leader assembles the participants and groups them according to their organization during the exercise. Each subordinate element's evaluator is with the section for which he was responsible.

b. Lead the discussion. The AAR leader guides the discussion of the major tactical events in their order of occurrence. Diagrams are employed to help players visualize the exercise development. The AAR leader starts by sketching the main terrain features and, as the AAR proceeds, has the participants illustrate OPFOR routes of advance, objectives, and engagement locations. Each major event is discussed in detail to make teaching points about the section's performance. In an effective AAR, the AAR leader...

(1) Avoids giving a critique or lecture.

(2) Guides the discussion by asking leading questions.

(3) Has the players describe what happened in their own terms.

(4) Has the players discuss not only what happened but how and why it happened and how it could have been done better.

(5) Focuses the discussion to ensure that important tactical lessons are made clear.

(6) Relates tactical events to subsequent results.

(7) Avoids a detailed examination of events not directly related to major training objectives.

(8) Encourages participants to use diagrams to illustrate teaching points and to show routes, phase lines and objectives.

(9) Prohibits players from offering excuses for inappropriate tactical actions.

c. Summarize key points. The AAR leader briefly summarizes teaching points in terms of the training objectives covered in the AAR. After the summary, the AAR leader may have a private conversation with the S2 or S2 NCOIC regarding his strengths and weaknesses and what he can do to further improve both his and his section's performance.

NOTE: Within the constraints of the scenario developed by the implementing HQ, an intermediate AAR may be conducted by subordinate evaluators after each module is complete.

TAKE HOME PACKAGE

- 1 After each mission/exercise, the section being evaluated will be provided a take home packet that provides a comprehensive summary of the section's performance in each collective task during the exercise.
- 2 The take home packet reflects both the strengths and weaknesses of the section and is designed to allow the S2 to take lessons learned and improve the combat effectiveness of his section.
- 3 The evaluation team leader is responsible for producing the taken home packet, using his observations and those of his subordinate evaluators. The evaluated section may not receive the take home packet prior to redeployment to garrison, but should receive it within a week or two after redeployment.
4. The take home packet should address the S2 Section's performance in each of the areas listed on pages 1-3 and 1-4.
5. For each of the above listed tasks, a concise narrative on the section's overall performance should be stated in a way that shows cause and effect, thus allowing the section to correct deficiencies and reinforce positive performance.

REGIMENTAL S2 SECTION
SECTION III
SIMULATION / ENVIRONMENT DATA
TABLE OF CONTENTS

	PAGE NUMBER
UNIT START-EXECUTION DATA	25
ENVIRONMENTAL PROTECTION	25
MANEUVER AREA	26

UNIT START / EXECUTION DATA

1. Support Requirements:

- a. **Minimum Trainers and Evaluators:** This exercise can be conducted by the team leader who will be the trainer and primary evaluator. At least one controller-evaluator is required for the OPFOR.
- b. **Vehicles and Communications:** You will use equipment organic to the section.
- c. **OPFOR:** If the STX is conducted as part of a regimental force (TF) or a squadron exercise, a platoon of OPFOR is required. If the section trains alone, one half of a squad of OPFOR is required.

ENVIRONMENTAL PROTECTION

1. Protection of natural resources has become an ever increasing concern to the Army. It is the responsibility of all unit leaders to decrease, and if possible, eliminate damage to the environment when conducting training. Environmental risk management parallels safety risk management and is based on the same philosophy as safety risk management. Environmental risk management consists of the following steps:

- a. **Identify Hazards:** Identify potential sources for environmental degradation during analysis of METT-T factors. This requires identification of environmental hazards. An environmental hazard is a condition with the potential for polluting air, soil, or water an/or destroying cultural/historical artifacts.
- b. **Assess the Hazards:** Analyzes potential severity of environmental degradation using environmental risk assessment matrices (Figure 1-3) in TC 5-400. Severity of environmental degradation is considered when determining the potential effect an operation will have on the environment. The risk impact value is defined as an indicator of the severity of environmental degradation. Quantify the risk to the environment resulting from the operation as extremely high, medium, or low, using the environmental assessment matrices.
- c. **Make environmental risk decisions.** Make decisions and develop measures to reduce high environmental risks.
- d. **Supervise.** Supervise/enforce environmental protection standards.
- e. **Brief the chain of command.** Brief the chain of command (to include the installation environment office, if applicable) on proposed plans and pertinent high risk environmental matrices. Risk decisions are made at a level of command that correspond to the degree of risk.
- f. **Implement controls.** Implement environmental protection measures by integrating them into plans, orders, SOPs, training performance standards and rehearsals.

MANEUVER AREA

An appropriate maneuver area is required. Terrain should offer multiple covered and concealed avenues of approach to the sites of deployed assets in a full FTX. Using terrain that limits the leaders to a single geographical or “school” solution does not permit evaluation of the section’s ability to conduct terrain analysis.

S2/ACESECTION / REGIMENTAL MI COMPANY

SECTION IV

ADMINISTRATIVE DATA

TABLE OF CONTENTS

	PAGE NUMBER
SAFETY and RISK ASSESSMENT	28

SAFETY AND RISK ASSESSMENT

1. Force Protection (Safety):

a. Safety is a component of force protection. Commanders, leaders, and soldiers use risk assessment/management to tie force protection into the military around the mission. Risk management assigns responsibilities, institutionalizes commander's review of operational safety and leads to decision-making at a level of command appropriate to the risk. The objective of safety is to help units protect combat power through accident prevention which enables units to win fast and decisively with minimum losses. Safety is an integral part of all combat operations and Stability and Support Operations (SSO). Safety begins with readiness which determines a unit's ability to perform its METL to standard. Readiness standards addressed during METL assessment are:

- (1) Soldiers with the self-discipline to consistently perform tasks to standard.
- (2) Leaders who are ready, willing, and able to enforce standards.
- (3) Training that provides skills needed for performance to standard.
- (4) Standards and procedures for task preference that are clear and practical.
- (5) Support for task performance, including required equipment, personnel, maintenance, facilities and services.

b. Risk management is a tool that addresses the root cause (readiness shortcomings) of accidents. It assists commanders and leaders in not only identifying what the next accident is going to be, but it also helps identify who will have the next accident. Risk management is a way to put more realism into training without paying the price in deaths, injuries or damaged equipment.

c. Safety demands total chain of command involvement in planning, preparing, executing and evaluating training. The chain of command responsibilities include:

- (1) Commanders.
 - (a) Seek optimum, not adequate, performance.
 - (b) Specify the risk they will accept to accomplish the mission.
 - (c) Select risk reductions provided by staff.
 - (d) Accept or reject residual risk based on the benefit to be derived.
 - (e) Train and motivate leaders at all levels to effectively use risk management concepts.
- (2) Staff.

(a) Assists the commander in assessing risks and in developing risk reduction options when planning training.

(b) Integrates risk controls in plans, orders, METL standards and performance measures.

(c) Eliminates unnecessary safety restrictions that diminish training effectiveness.

(d) Assesses safety performance during training.

(e) Evaluates safety performance during AARs.

(3) Subordinate leaders.

(a) Apply consistently effective risk management concepts and methods to operations they lead.

(b) Report risk issues beyond their control or authority to their superiors.

(4) Individual soldier.

(a) Reports unsafe conditions and acts and corrects the situation when possible.

(b) Establishes a buddy system to keep a safety watch on one another.

(c) Takes responsibility for personal safety.

(d) Works as a team member.

(e) Modifies own risk behavior.

d. Risk management is a five-step cyclic process that is easily integrated into the decision making process outlined in FM 101-5. The five steps are:

(1) Identify hazards and probable hazards for assigned missions.

(2) Assess hazards. Analyze each hazard to determine the probability of its causing an accident and the probable effect of the accident. Identify control options to eliminate or reduce the hazard. The Army Standard Risk Assessment Matrix is a tool for assessing hazards.

(3) Make risk decisions. Weigh the risk against the benefits of performing the operation. Accept no unnecessary risks and make any residual risk decisions at the proper level of command.

(4) Implement controls. Integrate specific controls into plans, OPLANs, OPORDs, SOPs and rehearsals. Communicate controls to the individual soldier.

(5) Supervise. Determine the effectiveness of controls in reducing the probability and effect of identified hazards to include follow-up and after action. Develop lessons learned.

e. Fratricide is a component of force protection and is closely related to safety. Fratricide is the employment of weapons, with the intent to kill the enemy or destroy his equipment, that results in unforeseen and unintentional death, injury or damage to friendly personnel or equipment. Fratricide is by definition an accident. Risk management/assessment is the mechanism with which incidences of fratricide can be controlled.

(1) The primary causes of fratricide are:

(a) Direct fire control plan failures. These occur when units fail to develop defensive and, particularly, offensive fire control plans.

(b) Land navigation failures. These result when units stray out of sector, report wrong locations, or become disoriented.

(c) Combat identification failures. These include gunners or pilots being unable to distinguish thermal/optical signatures near the maximum range of their sighting systems and units in proximity mistaking each other for the enemy under limited visibility conditions.

(d) Inadequate control measures. Units fail to disseminate the minimum maneuver and fire support control measures necessary to tie control measures to recognizable terrain or events.

(e) Reporting communication failures. Units at all levels face problems in generating timely, accurate, and complete reports as locations and tactical situations change.

(f) Weapons error. Lapses in individual discipline lead to charge errors, accidental discharges, mistakes with explosives and hand grenades, and similar incidents.

(g) Battlefield hazards. Unexploded ordnance, unmarked or unrecorded minefields, FASCAM, and booby traps litter the battlefield. Failure to mark, remove, record or anticipate these hazards increase the risk of friendly casualties.

(2) Fratricide results in unacceptable losses and increases the risk of mission failure. Fratricide undermines the unit's ability to survive and function. Units experiencing fratricide observe these consequences:

(a) Loss of confidence in the unit's leadership.

(b) Increasing self doubt among leaders.

(c) Hesitation to use supporting combat systems.

(d) Over supervision of units.

(e) Hesitation to conduct night operations.

(f) Loss of aggressiveness during fire and maneuver.

(g) Loss of initiative.

(h) Disrupted operations.

(l) General degradation of cohesiveness, morale, and combat power.

S2/ACE SECTION REGIMENTAL MI COMPANY

SECTION V

REFERENCES AND GLOSSARY

TABLE OF CONTENTS

	PAGE NUMBER
REFERENCES	33
GLOSSARY	35

REFERENCES

Army Regulations (ARs)

AR 380-5 Security
AR 381-12 Subversion and Espionage Directed Against the U.S. Army

Army Training and Evaluation Program (ARTEPs)

ARTEP 34-113-11	Military Intelligence Collective Training Standards Document (Volume I)
ARTEP 34-113-12	Military Intelligence Collective Training Standards Document (Volume II)

Field Manuals (FMs)

FM 6-20-10	Tactics, Techniques, and Procedures for the Targeting Process
FM 19-30	Physical Security
FM 34-1	Intelligence and Electronic Warfare Operations
FM 34-2	Collection Management and Synchronization Planning
FM 34-2-1	Tactics, Techniques, and Procedures for Reconnaissance and Surveillance and Intelligence Support to Counter-reconnaissance
FM 34-3	Intelligence Analysis
FM 34-8	Combat Commanders Handbook on Intelligence
FM 34-35	Armored Cavalry Regiment and Separate Brigade Intelligence and Electronic Warfare Operations
FM 34-60	Counterintelligence
FM 34-80	Brigade and Battalion Intelligence and Electronic Warfare Operations
FM 34-130	Intelligence Preparation of the Battlefield
FM 101-5	Staff Organizations and Operations
FM 101-5-1	Operations Terms and Graphics

Soldier Training Publications (STPs)

STP 34-96B14-SM-TG	Soldiers Manual and Training Guide for MOS 96B Intelligence Analyst Skill Levels 1-4
--------------------	---

Technical Manuals (TMs)

TM 32-5865-315-10	Repair Parts Special Tool List
TM 32-5865-320-24P	AN/ALQ-151 (V3) Counterintelligence System, Special Purpose Operator Manual
TM 32-5865-321-10	Operator's and Unit Maintenance for Disk Drive Units
TM 11-7025-308-12&P	Operator's Manual for Digital Subscriber Voice Terminal TSEC/KY-68
TM 11-5810-329-10	Operator's Manual for SINCGARS Radio AN/VRC-92A
TM 11-5820-890-10-1	Operator's and Organizational Manual for TSEC/KY-57
TM 11-5810-256-12	Operator, Organizational, Maintenance Manual GDT OZ-GRY 2325000-1
TM 11-5820-1026-14	Operator's and Unit Maintenance Manual for CTT Radio Set AN/USR-5
TM 11-5820-1131-12	Operations and Maintenance Manual for Satellite Navigation Set AN/PSN-11
TM 11-5825-291-13	Operator's Manual for Encryption/Decryption Equipment TSEC/KG-84C
TM 11-5810-377-10	

Training Orders (TOs)

TO31R2-2VRC83-1	Operator's Manual for Radio Set AN/VRC-83(V)1
TO31R2-2VRC83-1-1	Supplemental Manual for Radio Set AN/VRC-83(V)2

Users Manuals

68-P34098N	Operator's Manual for Workcards for the PRC-140 SATURN Receiver
6843231D01	User's Manual for MFAX 5000
68-P35279D001	User's Manual for SECTEL 1500

ACE	Analysis and Control Element
ACT	Analysis and Control Team
AI or AOI	area of interest
AO	area of operations
ASAS-AS	All Source Analysis System - All Source
ASAS-RWS	All Source Analysis System - Remote Workstation
ASAS-SS	All Source Analysis System - Single Source
AST	All Source Terminal
AVO	air vehicle operator
BDA	battlefield damage assessment
C2	command and control
CAMPS	Compartmented ASAS Message Processing System
CGS	Common Ground Station
COA	course of action
COMINT	communications intelligence
CP	command post
ELINT	electronic intelligence
FRAGO	fragmentary order
FSE	Fire Support Element
G2	Assistant Chief of Staff, G2 (Intelligence)
G3	Assistant Chief of Staff, G3 (Operations and Plans)
G5	Assistant Chief of Staff, G5 (Civil Affairs)
GDT	Ground Data Terminal
IAW	in accordance with
INTSUM	Intelligence Summary
IPB	Intelligence Preparation of the Battlefield
LAN	local area network
METT-T	mission, equipment, terrain, troops, time
MI	Military Intelligence

NBC	nuclear, biological, and chemical
NCO	Non-Commissioned Officer
NCOIC	Non-Commissioned Officer in Charge

OIC	Officer in Charge
OPFOR	opposing forces
OPORD	Operations Order
PIR	priority intelligence requests
RISTA	reconnaissance, intelligence, surveillance, target acquisition
RWS	remote workstation
S2	Intelligence Officer (US Army)
SIR	specific information requirements
SOP	standing operating procedures
SSO	Special Security Officer
TEM	Terrain Evaluation
TM	Technical Manual
TOC	Tactical Operations Center
TOE	Table of Organization and Equipment
TSOP	tactical standing operating procedures

REGIMENTAL S2/ACE SECTION / MILITARY INTELLIGENCE COMPANY

APPENDIXES

TABLE OF CONTENTS

	APPENDIX
REGIMENTAL S2 SECTION/ACE T&EO TASKS	A
SUPPORTING MAP LIST FOR OPERATIONS PLAN	B
CORPS OPERATIONS PLAN	C

